Community Service Learning

at the University of Massachusetts Amherst: Portrait of a Pioneering Program

Schools of Education, Management, Nursing, and Public Health

Departments of Anthropology, Art, English, Chemistry, Communication, Consumer Studies, Hotel, Restaurant and Travel Administration, Philosophy, Sport Studies, and Theater

The Provost's Special Committee on Service Learning

Contents

Dedication
To the faculty and students
who have pioneered community service
learning over the decades.

Preface

"Service is the rent we pay for living.
It is the very purpose of
life and not something you do
in your spare time."

The Measure of Our Success,
Marian Wright Edelman

On December 13, 1993, Provost Glen Gordon established a Special Committee on Service Learning Curriculum "to encourage and expand the range of service learning courses." Such courses, wrote the Provost, "can be among the most challenging and influential experiences on campus. Course work can provide important insights and understanding for students' service activities, and community service can bring valuable experience and added motivation to reading assignments and classroom discussions."

To encourage and expand the range of Community Service Learning (CSL) courses, the Special Committee awarded eight competitive $2,000 Fellowships to faculty whose courses best met four criteria: 1) they integrated students' CSL experience into the course content; 2) faculty developed the service component cooperatively with community agencies; 3) the students' service met community needs and; 4) the course required systematic reporting, reflection, and assessment by students about their community service. In addition, faculty agreed to teach their CSL course for at least three years with the goal of having the course become part of the department's regular curriculum. (Our request for proposals is in Appendix D.)

Faculty Fellows participated in a bi-monthly luncheon seminar to discuss questions of common concern. The issues included grading and assessment of student service, whether service should be required or voluntary, logistics and liability, coordination and integration of the service experience, and who should define community needs.

During the 1994-95 year, six diverse undergraduate and two graduate CSL courses were offered. (Ten more are being offered during the 1995-96 year.) This publication is a portrait of the first group of courses based on reports of the faculty as well as their students and cooperating community agencies. We hope that this will be useful to all faculty, administrators, students, and community agencies interested in understanding the challenges and rewards of service learning. And we invite their participation.

We wish to acknowledge and thank those who have made the CSL Fellowship Program possible: Chancellor David Scott; Provosts Glen Gordon and Patricia Crosson; Vice Chancellors Samuel Conti and Frederick Byron; Charlena Seymour, Dean of the Graduate School; Simon Berger, Dean of the College of Social and Behavioral Sciences; Bailey Jackson, Dean of the School of Education; Thomas O'Brien, Dean of the School of Management; Melanie Dreher, Dean of the School of Nursing; and Robert Helgesen, Dean of the College of Food and Natural Resources.

Thanks also to the Provost's Special Committee on Service Learning: Robert Maloy, Sheila Mammen, Linda Nolan, Warren Schumacher, George Spiro, Ervin Staub, Joan Stoia, Merle Willmann, Jodi Bornstein, and Apefa Ashingbor. And special thanks to the committee that helped me write and edit this publication—Peter Blain, Tom Deans, Paula Stamps, and Joan Stoia.

David Schimmel, Chair
Provost's Special Committee on Service Learning

1. Introduction: Serving to Learn and Learning to Serve

"This is a great idea to get the University out into the community—getting back to what a land grant University was meant to do. Justin Morrill would be happy."

From a 1995 graduate student course evaluation

As a land grant university, UMass Amherst regards service to the community as one of its cornerstones. Our latest innovation is incorporating service into the curriculum and that is the focus of this publication. Yet, it is important to note that the concept of service at UMass is far from new; the unique mission and service orientation of the campus have influenced our curricula, scholarship, and outreach for over one hundred years.

Graduate and undergraduate students regularly engage in activities which enhance the quality of someone else's life. Guided by their professors, students engage in field work, supervised practica, and action research to benefit individuals, families, cities and towns, businesses, and government both here and abroad. Student nurses and teachers apprentice in their respective fields. Hundreds of interns use what they have learned in the classroom to solve practical problems in communities beyond the campus. Recently, a new coalition of over sixteen programs formed the VIVA Council to promote community service on campus.

Why, then, with so distinguished a heritage of service and so many ways for students, faculty, and staff to make a difference, do we need another approach? What is "community service learning" and why is so much emphasis being placed on it? How does service learning differ from other types of learning? And what is its value to our institution?

Community service learning programs value not just what the students do, but focus on what they learn about themselves, about organizations and about society through direct service experiences in the community.

Massachusetts Campus Compact Proposal

As President Clinton and federal legislation were encouraging educational institutions to expand community service opportunities, then Provost Glen Gordon, in making the initial service learning course development grants, noted: "While most service is extracurricular, there are now an increasing number of important experiments in integrating service into the curriculum." The Provost predicted that CSL courses might one day be a regular part of students' educational experience at UMass.

In our state, a group of college and university presidents have taken up the federal challenge. They have formed the Massachusetts Campus Compact, a chapter of the national organization, Campus Compact, a coalition of nearly five hundred college presidents which promotes service learning. In establishing a statewide organization, the presidents of 31 Massachusetts higher educational institutions hope to provide access to information and resources, offer training and technical assistance, and promulgate standards for campus-based service learning

Community service learning involves more than a change in the way we package higher education; it involves the insight that learning must take place in different ways if we are to prepare students to respond to the unique demands and complex changes of the 1990s.

1994-95 Service Learning Fellow

projects. The Massachusetts Compact explains service learning this way: "Community service learning differs from community service, volunteer work or internships, in its explicit acknowledgement of the knowledge gained by those performing the service . . . . Community service learning is a pedagogy used to learn and apply the ideas and subject matter of courses across the disciplines and foster a lifelong ethic of service in students."

As defined by the National and Community Service Trust Act of 1993, service learning is: "a method under which students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community, and . . . is integrated into and enhances the academic curriculum of the students." Finally, service learning is another way for educational institutions to become more vitally involved in and add value to the communities which surround them.

Aside from these broader social benefits, the UMass Service Learning Fellows, participating staff, and students identified what we believe are the key features of CSL courses. Service learning courses are:

• **Contextual**—In service learning, the course provides a context for the experience and the experience adds texture and meaning to readings, assignments, and discussions of the course.

• **Dynamic**—According to the national Campus Compact: "While classroom education is teacher-driven, [service learning] is shaped by the community and responds to unfolding realities."

• **Engaging**—Service learning can be an important pedagogical tool for faculty seeking to adapt their teaching style to the way today's students take in and operationalize information.

• **Accountable**—Students learn the importance of completing assignments when the publication they are writing has to go to press or the organization they are evaluating has to submit its report to a funding agency. As several students noted in their final reports, it was no longer "just" a letter grade that mattered, but whether they fulfilled their commitments to people who were depending on them.

• **Enabling**—The world our students are preparing to enter requires an entirely different set of abilities—some would say higher abilities—than were previously expected of university graduates. With a good deal of the information they acquire today having a "half-life," their long term success will depend on the degree to which they can locate and use new information from several sources, influence others, and formulate appropriate solutions to the problems facing organizations and the society at large. The service learning classroom simulates the environment of the future and the service learning instructor becomes an important role model for future professionals.

• **A Partnership**—The members of the Massachusetts Compact draw this important conclusion about service learning: "By engaging community members and agencies as partners in the process of educating their students, institutions simultaneously demonstrate their respect for and support of those partners. The partner agencies benefit from the resources of the institutions and from working with students who understand the significance and implications of their community involvement. Students benefit from real life experiences, problem solving and applied learning which enliven their academic work."

2. Challenges and Rewards: Students, Faculty, and Community Organizations

Students

In written evaluations of their community service experience, almost all students commented on the striking differences between service learning and traditional course work. While student reactions were as diverse as their experiences, most felt that their service learning courses seemed more challenging and important, were a more powerful way to learn course content and insights, helped them to better understand the complexity and pain involved in confronting issues of social justice and encouraged them to translate their insights into action.

Bridging Thought and Action: In a philosophy course that dealt with issues of social justice, students felt that working on projects with people of different classes and races made textbook issues of diversity and justice come alive. One student who worked at a center for teenage mothers wrote that her service "helped bridge thought with action. Class fed my thought; working at the Center allowed me to act on my thoughts. It enabled me to test my ideals in reality." And, a student in a public health course wrote that community service learning requires "application of our knowledge and skills: this is, without a doubt, the best way to learn."

Overwhelming and Empowering: A few students felt confused and disturbed by their personal confrontation with the facts they encountered in the community. Thus a student who organized the files at a center for teenage mothers wrote that she was "horrified" by the terrible education of these "girls/women" who "tested at third, fourth, and fifth grade reading levels. These facts were overwhelming to me. I'm working with students whose lifestyles are completely unfathomable to me."

By contrast, another student, who served with a group helping Central American women, felt empowered. "At first," she wrote, "I felt as though I couldn't make a difference, but I learned how much I was capable of helping people. I was thoroughly uneducated as to conditions in Central America, but now I know how to educate myself and I also know how to help."

New Insights: Many students emphasized the powerful new insights they gained. As one student who worked in a homeless shelter wrote, "I felt that I had so much privilege that I never really acknowledged . . . . You can read all the articles and stories in the world about poverty, welfare, racism and domestic violence, but it is totally different when you are dealing with people who have experienced it." Another, who worked with the mentally ill, wrote that "listening to their stories and observing their behavior helped me to see how complicated these issues are and how alienated from society these people truly feel."

More Challenging and Important: Students often found CSL courses more difficult and important because of the impact their service had on community agencies. According to one student in the Writing Program, "Working to meet the standards of a professional magazine

"I loved this course. Even the traveling in the snow was more than made up for by the process and the chance to do a project that might actually be of use to someone."

From 1995 student evaluation

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was much more challenging than regular essays and papers." This theme was echoed by a student who felt that writing for a community organization was more "difficult . . . knowing that my work was to be published in a magazine."

From Pain to Action: A man who worked with poor people at the Amherst Survival Center wrote that the experience enabled him "to feel some of their pain and brought me to the realization . . . that we should all step up and do something about our nation's poverty."

Collaborative Learning: Another difference between traditional courses and service learning is that students noted that in the community they often worked as a team — as they are more likely to do in the "real world." As one student wrote, "It was a lot better to work on a collaborative project with another person instead of having everything rely just on you."

Encouragement Appreciated: Some students needed encouragement and support to become involved in service learning. After the course Current Family Issues, one woman thanked the professor for "giving me a push to have a hands-on experience" in an agency dealing with family violence because "I gained invaluable insight and have truly grown from this experience."

Faculty

CHALLENGES

As with most curricular innovations, Service Learning Fellows faced a number of challenges integrating service into their courses. The most frequent were:

Time — Time to organize, implement and monitor the student service. This CSL class "clearly is more demanding," wrote one instructor, "and I spend more time thinking about this course than any other."

Uncertainty and Excitement — A public health professor described her first experience with service learning as "being on a galloping horse: I was going fast and it was exciting, but I was not always sure where I was headed."

Altered Relationships — One professor explained: "The traditional teacher/student relationship is altered by the fact that a third party, the agency contact person, becomes a real factor, and his or her assessment and priorities may sometimes differ from those of the teacher."

Reflecting on these differences, an instructor wrote, "my role is not just to teach and grade the students, but rather to enable students to produce something of high quality that will be useful to an organization." That's why another Fellow emphasized the importance of "establishing mutually appropriate expectations with community agencies and gathering feedback."

Different Schedules — A related factor is that community agencies operate year-round, not just for two semesters. As one instructor observed: "The real world and the academic world are not on the same time schedule, and it's hard to contain community service in the space of an academic semester."

Compulsory Service — In most of the courses, community service was not an option but a requirement that raised additional issues. In a graduate course in which service was compulsory, the professor wrote that some older students who had "multiple life commitments initially complained of being overburdened." However, she reported that "once students saw how the service activities reinforced their learning, they tended to become enthusiastic about the activity."

REWARDS

Despite the challenges, CSL Fellows overwhelmingly concluded that the rewards and satisfactions — for themselves and their students — made the effort worthwhile.

"The greatest reward was watching students grow."

1994-95 Service Learning Fellow

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Increased Motivation and Quality. Faculty felt rewarded for their extra efforts when they saw that their students were more highly motivated and did better work as reflected in these comments:

"It's been rewarding to see how proud students are of the work they do well."

"Students see their work in action, not just being fed into a machine designed to arrive at a grade. They add the achievement to their resumes, send copies to parents, and one student was even offered a paid position with an agency for which she worked."

The greatest reward in teaching a CSL course "is the students' eagerness. Log entries are enthusiastic and questioning. Students clearly feel they are learning in a different way, that what they are learning is 'real' and 'authentic'."

Connecting Theory to Practice. Faculty frequently wrote that service learning courses helped them move beyond the abstract and theoretical way they had previously dealt with issues such as social justice. Service learning, wrote a philosophy professor, "allows me to connect theory to practice in my teaching . . . and to be able to give students more concrete examples of successes and failures of various approaches to dealing with issues of racial, class and gender justice." Similarly, faculty in the Writing Program noted that while "most essay

assignments ask students to *imagine* 'real' audiences and contexts, this project actually *connects* them with real audiences to do writing that will be used for purposes beyond the classroom."

Features. Faculty noted a variety of differences between their "regular" classes and CSL courses. Here is a sampling of their observations:

— "I spent many fewer hours than before worrying about whether a particular CSL class will 'go well': they all do because the students and I have the same goal — to produce a useful report for the community agency."

— "In CSL courses students have a much better understanding of a somewhat smaller amount of material" than in traditional classes.

— "Both students and the recipients of their service learn from each other; service is a reciprocal process."

— "Students may become so involved in their service activity that the time spent on CSL exceeds what they can afford to spend considering the demands of other courses."

— "Community service creates unity among students, and they interact productively in learning about the community."

— "CSL students came to a greater social awareness, especially of local needs and inequities, and of the opportunities to act as an agent of change in the community."

Fellows noted that CSL courses can provide a variety of other benefits from improving student learning to opportunities for scholarship.

Faculty Scholarship. When disciplines are concerned with innovative teaching, pioneering CSL courses, wrote one instructor, "can be the stuff of scholarly inquiry." Writing Program faculty, for example, are presenting papers at two academic conferences on the design, implementation and assessment of their CSL experience. Another instructor is planning a journal article based on interviews with CSL students, community agencies, and a literature review on CSL exploring what is generalizable from her experience to other University courses.

Improve Learning. CSL courses can help professors become more effective teachers. Thus faculty in the Writing Program wrote that community service helped them better achieve their paramount goal: "to prepare students for the kind of writing they will need to do not only for college classes but also for life beyond college."

"Community needs are addressed through the direct intervention of students not to manipulate the system and sell a better product, but to touch the lives of people so that they are empowered to improve their own lives."

1994-95 Service Learning Fellow

Community Organizations

While faculty were concerned that their students' community service would be a valuable, relevant educational experience, they also were concerned that students would help meet the needs of community agencies rather than become an added burden. Therefore, most faculty asked agencies for written evaluations of their students, and this is a sampling of their comments:

"I am amazed at the students' perceptions, for they independently anticipated areas of concern we were just beginning to address. We will be using many of their suggestions."

An agency liaison who worked with student evaluators wrote: "I was fortunate in having a team of students that had such an interest in this project. In a way, I felt like a student too because evaluation was new to me. In this sense the course was mutual as far as learning goes." Another agency wrote: "The evaluation design is a perfect fit for the clients in our program. It was obvious from the final product that much thought and time was invested and invested well."

"The students were responsible and motivated, and the work they did was very helpful."

Two of the instructors summarized the feedback they received from community organizations this way:

— "Each of the agencies said they felt grateful for the work of the students because it has been so helpful."

— "Having worked with 24 different organizations, only one was unhappy with the report the students produced."

Nevertheless, there were some concerns expressed by both faculty and community agencies:

A few of the organizations, wrote one professor, did not have the ability "to develop meaningful work for the students beyond busy work or to supervise them satisfactorily and make sure they were well oriented." Another Fellow wrote that some agency assignments "presented too great a challenge to undergraduates — especially first year students." And in some cases there was "inadequate service by students due to illness, lack of motivation, or to misunderstanding by the community agency about the student's role."

More typical, however, is this faculty comment: "Most of the organizations wrote glowing evaluations of their students and the students in turn appreciated the organizations."

In sum, evaluations from students, faculty, and community agencies indicate that CSL poses additional challenges to all participants. However, it also is clear that when community service is integrated into the curriculum, faculty feel that students are more highly motivated, develop a greater social awareness, ask more penetrating questions, are eager to share their community experience in class, and relate their academic insights to their community service.

3. How we did it: Issues for Faculty

"The exciting thing for faculty and college students who get involved with schools is that the involvement can provide the sort of intellectual integration across several fields that is difficult to achieve amidst the departmental structure of a research university."

Sheldon Hackney, President, University of Pennsylvania

During monthly lunch meetings, CSL faculty discussed a whole range of practical matters related to planning and implementing their courses. We revisit a few of these here, with one of the most important—assessment and grading—being considered in the next section.

All of the courses were existing courses which the faculty members substantially revised. In almost every case, this was a change that was integrated into the design of the course, rather than CSL just being a feature that was 'added on'. In each of these courses, the faculty viewed the CSL component as reinforcing a major goal of the class. In many of the courses, there is some skill orientation. For example, in the writing courses, the goal is to help students become good writers for any audience, not just an academic one. Having students write for real organizations is obviously an excellent way of accomplishing this. The students do not have to imagine a real audience: there is one. Similarly a public health student wrote: "This project provided me with the best, most applicable experience yet. I feel very confident about the product and I look forward to working on others." In the philosophy course, there was no such skill orientation. In this class, the professor was using a CSL experience to provide a depth of understanding for the Philosophy of Women course by having students involved with organizations that provided services to women. Students used this personal experience to reflect on the academic material presented in the class concerning racial, class, and gender divisions in society, as well as other issues related to social justice.

An obvious practical problem is how such learning activities are made available to the students. In most cases, the faculty prepared a list of possible organizations for the students to choose from. In one case students were matched with individual mentors or supervisors. All faculty noted the importance of students being able to have some choice about both the type of projects and the particular organization with which they worked. The major reason for this is to keep students motivated with respect to the CSL activity, an issue that is important to each of the faculty working with students in the 1994-95 academic year. One method of keeping students involved is to make the CSL activity mandatory, and most of the courses did this, although in one course, students signed up for 1-3 additional credits for the CSL activities.

Most of the faculty noted that students commonly worked in small groups, kept journals or logs of activities, and that the CSL activities were integrated into the rest of the course. This integration is clearly revealed by the fact that, for all the courses, the CSL activities take place throughout the whole semester. In two of the courses—the writing course and the public health course—the relevant projects became an integral part of the classroom activities. In Current Family Issues, the experiential learning was integrated into the major course project which each student reported on in class.

Many of the courses involved a clear 'product' that is produced by the students. In the writing course, this is some writing project that the agency wants. In the public health course, this is a report that presents a design for an evaluation of the organization. For one of the nursing courses, this is a package of learning materials for people with chronic health problems. In these cases, the faculty note the additional complexities raised by having students prepare a product for someone besides the professor. Yet this is what makes the course so valuable to students; in the words of a graduate student in public health, "I really liked [being] given the chance to develop skills in a practical setting while also gaining the necessary theoretical knowledge."

Most courses were not focused on producing a product. Rather their emphasis was on delivering a service. Usually this involved students going off campus to work with a community organization or the people served by the organization. Sometimes, however, the service was delivered on campus as well as in the community. In the education course Urban Schools, for example, over ninety seventh grade students from Springfield spent an entire school day on campus with UMass students who provided an introduction to future opportunities in higher education.

Two final practical matters mentioned frequently by the faculty were communication and time. The experience of a faculty member in nursing is characteristic: "Faculty depend heavily on feedback from clinical preceptors in health agencies. The problems in implementation within the curriculum were ones of communication." And such communication, especially ongoing contact with outside agencies—as well as the significant effort put into innovative course design, execution and assessment—takes time, generally more time than a non-CSL course. Overwhelmingly, however, the faculty did not begrudge this extra time commitment. They recognized it as a necessary investment in improving the teaching and learning in their classrooms.

One faculty member reflects, "The first semester I taught this course using this model, I described the experience as being on a galloping horse: I was going fast and it was exciting, but I was not always sure where I was headed. I am more sure of my direction now, but I am still not entirely 'in charge' of this course." This is indicative of several of the CSL courses taught this past year; yet despite the many complexities encountered by this group of faculty, they agreed that this has proved a valuable experience.

4. Assessment in the CSL Classroom

"Good service learning typifies what higher education is supposed to be about: exploring new terrain, subjecting one's views to practical tests, questioning, challenging one another to improve the level of knowledge and to put it to good use."

Commission on National and Community Service

W̄e have found that when students do community service learning projects, the venue of assessment changes. In most college courses there are fixed parameters: student work is read only by the teacher and sometimes classmates; the writing or testing is done to meet course requirements; and the work is often discarded by the student and teacher when the course ends. Not so with CSL courses. When students do projects for real use by a community group, the audience and purpose for their efforts become real and clear. When students engage in service in the community with the aim of connecting thought with action or reflecting on social relations, they complement course content. In both cases, student work takes on a relevance beyond the classroom.

The consensus among the faculty teaching the CSL courses for the 1994-95 year is that because service learning activities are integral to the courses, they should not be assessed as ancillary or as "extra-credit." In the words of one professor, "The service component of the course should be integrated into the fabric of the learning experience. Students earn credit for what they learn; field learning must be allied with other dynamics of the educational process and become part of the assignments, exams and final papers." This notion is confirmed by the fact that in all the courses, the CSL component accounted for a significant portion of the final grade.

No standard yet exists for evaluating students engaged in CSL. Perhaps the most significant change from traditional assessment is that faculty must welcome into the process a vital third party—the community service agencies. As students work for such organizations (new "authorities" in the learning process) they may also receive different kinds of evaluation. Questions that surface in such a dynamic include: How will agencies assess student work? How should the agency evaluation factor into the student's grade? And what happens if the teacher evaluation and the agency evaluation do not correspond?

Among the faculty, measures varied according to the course context and the instructor's preferences; but most accounted for both the process of doing the service as well as the product or service rendered. Faculty assessment measures included:
— reflective and analytical essay assignments,
— journals,
— portfolios and projects,
— in-class presentations,
— evaluations (by the teacher, the student and/or the agency) of the quality of the service or the product for the agency.

Faculty across the disciplines noted some common challenges. There were times when "real life" deadlines, transportation needs, time commitments, and project requirements did not square with "school life" timelines, expectations, and assessment measures. But with some patience and creativity on the part of both student and teacher, none of these obstacles proved insurmountable. Other concerns circled around the issue of disappointing community agencies when students failed to live up to work expectations. As noted by a Public Health professor whose students prepare reports for agencies: "A particular challenge concerns the problem of students who are not able to produce a report of sufficiently high quality to be of use to an organization. My concern is not grading the students, but rather, what I will tell the organization." Yet such cases are the exceptions, and most faculty and agencies found student work to be of high, and often of exceptional, quality. A final challenge noted by the faculty stems from the fact that CSL work is done not only beyond the bounds of the classroom, but often collaboratively in pairs or teams of students. This adds another layer of complexity to the assessment and grading process; but at the same time, faculty realized that such conditions prompted them to adapt their evaluative measures to better meet the conditions of real life and work.

Perhaps the most promising aspect of assessing CSL work is that students recognize both the use-value of the projects they undertake, and the relevance of their work in the community to both course content and to their own lives. According to one Writing Program student doing a project for an agency: "We had to please someone else with our writing other than our teacher. Our writing essays probably wouldn't be seen by anybody outside of class, but my service project is going to be seen by many people." Another, discerning the limits of traditional grading, notes: "This time, it is not a matter of A/B/C/D/F. Instead, it is a matter of a job I must do for a good cause. There is no room for error."

Grading is bound to be an imperfect measure of student learning. While faculty for the CSL courses have discovered ways to make practical assessment measures work in their courses, they also realize that more learning than can be accounted for in the grade book happens as students connect their coursework with the community. In the words of a student in a CSL philosophy course who worked at an adolescent resource center: "Volunteering at the Center was for me a stage toward change. Class fed my thought, working at the Center allowed me to act on my thoughts. It enabled me to test my ideals in reality and to find a more pragmatic approach to current conditions and my evaluation of them."

Our collective experience over the past year corroborates the insight of one CSL instructor that "service combined with learning adds value to each and transforms both." With ten new CSL courses currently under way (and our hopes for more in years to come), the promise of connecting classrooms to the community is becoming a reality at UMass.

Appendix A

1994-1995 Service Learning Fellows

Ann Ferguson, Department of Philosophy

Atron Gentry, School of Education

Eileen Hayes, School of Nursing

Anne Herrington with Nick Carbone, Tom Deans,
    Zan Meyer-Goncalves and Amy Lee, Department of English

Warren Schumacher, Department of Consumer Studies

Paula Stamps, School of Public Health

Martha Taunton, Department of Art

Eleanor Vanetzian, School of Nursing

1995-1996 Service Learning Fellows

Micheline Asselin and Maureen Groden, School of Nursing

Robert Colbert, School of Education

Leda Cooks, Department of Communication

Bill Diamond, School of Management

Harley Erdman, Department of Theater

Ralph Faulkingham, Department of Anthropology

Laurie Gullion, Department of Sport Studies

Linda Lowry, Department of Hotel, Restaurant and Travel
    Administration

Sonia Nieto, School of Education

Richard Stein, Department of Chemistry

Appendix B

1994-95 Service Learning Courses*

UNDERGRADUATE GENERAL EDUCATION COURSE

COLLEGE WRITING (ENGLWP 112) and
COLLEGE WRITING (113)

University Writing Program, 305A Bartlett Hall, 545-0610

Anne Herrington, Director; Nick Carbone, Tom Deans, Amy Lee and
Zan Meyer-Goncalves, Teaching Associates

24 students (for ENGLWP 112)/18 students (for ENGLWP 113)
Mostly first year students; all doing community service learning.

Course Description: College Writing is a general education course,
required of all students except those who test out, and usually taken
during the first year. The objective of the course is for students to
become more proficient and confident in the kinds of writing that they
will need to do for college coursework and for life outside the academy.
The course emphasizes the writing process, involving drafting, revising,
editing and publishing; also included are peer review of writing and
individual conferences with the instructor. Students write six essays,
keep a journal, and complete a portfolio.

Community Service Learning Activities: In those sections that opt to
include the CSL component, students substitute a community service
writing project for one of the six essays. The students work individually
or in collaborative groups in contacting a community agency or campus
organization of their choice which has a writing or research project that
they need and will use (we provide a list of contacts, but many students
prefer to find their own). Students then work with the agency contact
person in defining the project and doing the work. The agency is the
primary audience for the work, but drafts of the project are submitted
for peer and teacher review. Students also keep logs of their contacts
with the agency and their reflections on the project. The projects and
logs are included in their final portfolios.

Agencies/Projects: A sample of the writing projects completed during
the past year include: articles for a wide array of agency newsletters,
campus organization newsletters, and church bulletins; promotional
and internal materials, such as advertising for a Red Cross blood drive
and the writing and design of a volunteer handbook for The Soldier's
Home; 3-fold brochures for agencies, including The Food Bank, Casa
Latina, and others; research projects such as a memo on potential grant
funding sources for Amherst Leisure Services and a report on recent
trends in tuberculosis in the Latino community for the Massachusetts
Society for the Prevention of Cruelty to Children; press releases for such
agencies as the Hamilton Learning Center and the Girl Scouts of
America; internet postings for the purpose of recruiting for campus
academic programs; and many other projects.

*Syllabi for these courses are available from the Community Service
Program Office, University Career Center, Mather Building, University of
Massachusetts, Amherst 01003.*

CURRENT FAMILY ISSUES
(CS 276)

Department of Consumer Studies

Warren Schumacher, 113 Skinner Hall, 545-5013

70 students/15 students involved in community service

Course Description: Following an interdisciplinary Family Studies approach, this course is designed to develop within the student an awareness of the dynamics of families within the United States during the 1990s. Its goal is not only to generate knowledge of the research data available through the behavioral sciences, but to empower the "student/consumer" to reach personal insights into the practical issues confronting diverse families today. Each student applies theoretical approaches to a particular family issue and is encouraged to make a significant contribution of time and energy to the work of a community based social service agency that deals with that specific family issue.

Community Service Learning Activities: Under the direction of a professional within the specific community agency, students become involved in the work of empowering family members to take control over their lives. The field supervisor supports the efforts of the academic supervisor (the classroom professor) to enable the student to develop practical knowledge, insights and skills to deal with the issues facing families in need. The impact of bringing about a reciprocity between theory and practice is evidenced in the major project which each student must complete for the course; experiential learning generates a depth of awareness that is impossible without it.

Agencies/Projects: Homelessness becomes more than an abstract concept as students work with the families in Jessie's House and the Grove Street Inn. The impact of disabling conditions become "challenges" at the Northampton Pediatric Unit and the Family Recovery Center in Grace House. The impact on families of cognitive/learning problems comes alive in the Learning Programs of the Hampshire Educational Collaborative and the Amherst Boys and Girls Club. Locally, the Amherst Recovery Center and the Amherst Survival Center gave students excellent learning opportunities. The Everywoman's Center on campus provides an excellent opportunity to realistically confront issues facing women today.

VISUAL ARTS AND HUMAN DEVELOPMENT II
(ART 311/512)

Art Department

Martha Taunton, Fine Arts Center, 545-6956

14 undergraduate students (ART 311), 1 graduate student (ART 512)

Course Description: This course is the second of three required courses for art education certification. The course provides information about the visual arts as they relate to the development of the individual, as well as how to use this information in elementary and secondary art education classrooms and other community art settings. Course topics include: artistic and aesthetic development, the artistic process in educational settings, goals and planning for art education in community settings and in public schools. Prepracticum experiences in the public schools and in community sites are required.

Community Service Learning Activities: Art education and art and artistic development take place in a variety of organized community settings other than public schools. In these settings students can share their background in art, work directly with children, young people, and adults and learn about their conceptions of art and their personal goals in art learning, and learn about educational situations with organizations, structures, and goals that may differ from public schools' art programs. As part of this course, a prepracticum in community art learning settings was required. Every setting had different needs and expectations, but, in general, students spent at a minimum approximately 15 hours in an active role in a community art learning situation. The majority of the students elected to extend this preparacticum time for their final course project. Students planned art experiences, carried out the experiences in the community setting, reflected on the experiences and visually documented the prepracticum.

Agencies/Projects: Student prepracticum locations included: Hamilton Learning Center, Holyoke; Amherst Adult Day Care; Hampshire-Franklin County Day Care, Amherst; Jessie's House, Northampton; Franklin County DIAL, Greenfield; Kimberly Hall Nursing and Rehabilitation Center, Windsor, Conn.; Amherst Nursing Home.

NURSING IN THE PREVENTION AND MANAGEMENT OF ILLNESS (NURSE 360)

School of Nursing

Eleanor Vanetzian, Arnold House, 545-4685

29 students/all doing community service learning

Course Description: This course is required for undergraduate junior and senior students in the Nursing major. The course involves establishing a theoretical understanding of community and rehabilitation nursing through readings, model cases, guest speakers, and focused class discussions. Teaching clients is a traditional function of nurses that will receive increased attention as health care trends toward self-care and self- monitoring of chronic illness continue.

Community Service Learning Activities: I included a community service learning component in this course when revisions were made in the nursing curriculum. The Community Service Learning Activity is an educational intervention designed to meet the needs of a client or groups of clients who live with a chronic illness in the community. Students work in groups of two or three with designated personnel in the agencies to assess their clients' need for education, plan the intervention, and evaluate its effectiveness. Students apply principles of teaching and learning to design and present the educational intervention keeping in mind learning level, their client's previous experience, interest in learning and need to know. A copy of the educational intervention remains on-site after the students complete the experience. Students keep a journal of their activities on the project throughout the semester, which I review periodically. In addition, students write a paper that includes background information to introduce the purpose and goals of the intervention, the method or way in which the educational intervention was conducted and the students' conclusions in relation to the effectiveness of their teaching. The students present a summary of their Community Service Learning Activity to their class at the end of the semester.

Agencies/Projects: Last semester, the first time the course was taught with a Community Service Learning component, students taught Girl Scouts first aid, exercises appropriate for the elderly and artistic expression as a therapeutic intervention with elderly clients. Other students developed a medical advocacy program for clients with AIDS and educated high school students about eating disorders. I worked with the agencies that varied in size and in the kind of services they provided. Examples of the organizations include: Amherst Adult Day Care Center, River Valley Counseling Center, Northeast Vocational School, Hampshire Regional High School, Western Massachusetts Girl Scout Council.

SURVIVAL STRATEGIES FOR TEACHERS IN URBAN SCHOOLS: A COMMUNITY SERVICE LEARNING PROJECT IN URBAN EDUCATION (EDUC 364)

School of Education, Department of Teacher Education and Curriculum Studies

Atron Gentry, 6 Furcolo Hall, 545-1327

21 students doing community service

Course Description: This course is designed to provide undergraduate students with an experience in community service learning with urban schools. The course has two primary goals: 1) to have students become acquainted with research that affects the teaching and learning process in urban schools, and 2) to help students develop skills for effectiveness in the teaching/learning process. Students will be introduced to the social, political, and economic struggles of contemporary inner city schools. Through hands-on experience, required readings and small group discussions, students will be able to expand their perspectives of the inequity of education and work on practical solutions for today's inner city schools. Discussion issues will include (but are not limited to): testing and tracking, evaluation, racial discrimination, gang influence and the heterogeneous classroom. Service learning activities include community service with an urban school, attendance and participation in all class meetings, keeping a journal/reaction papers, book critique/mid-term project, and a final group project/final analysis paper.

Community Service Learning Activities: The entire class participated in community service with an urban school. Five members of the UMass men's and women's basketball and hockey teams visited Springfield Central High School and spoke to high school athletes about preparing for, attending, and graduating from college. One "star" athlete returned to make a video for graduation. The high school students visited UMass during their Spring vacation. Other EDUC 364 students met with seventh grade students at Rebecca Johnson School in Springfield and also hosted the seventh graders during an intensive visit to UMass.

PHILOSOPHY OF WOMEN
(PHIL 381), 3 credits and WOST 298 practicum, 1-3 credits (optional)

Philosophy Department and Women's Studies Program

Ann Ferguson, 545-5802

53 students in Phil 381; 8 students in WOST 298

Course Description: PHIL 381 is designed as a general education course to introduce students to Western philosophers' views on women and gender. It includes contemporary feminist critiques of these views, as well as readings on differences between women due to race, class, national and gender positions. Readings and class discussions connect philosophers' views to the general contemporary social situation of women and look at issues connected to race, class, sexual and gender justice. Students are expected to develop their thinking, speaking and writing skills in analyzing and reasoning involved in standard positions on these issues.

Community Service Learning Activities: Phil 381 was modified to connect to an optional community service learning practicum. The major change in this course was the inclusion of more topical issues on race, class and gender social justice, such as reproductive rights, affirmative action and welfare reform controversies—all issues that those taking the practicum would find connected programmatically to the work of their community service organizations. Students taking the optional practicum course wrote individual internship contracts of from 1-3 credits with me. We did this in consultation with a contact person from the organization they were going to work with, so that there was an agreement on the work the student did with the organization. Students filled out an evaluation of the successes and problems of their practicum at the end of the semester. Agencies were also asked to evaluate the students' work. Students were typically expected to keep a journal on what they were learning in their community service. They were also expected to work 3 hours a week for every credit they received, to write a short (5-8 page) paper discussing some aspect of race, class or gender social justice that was relevant to the work of their organization, and to give some in-progress reports discussing and evaluating their work with the organization to other practicum students.

Agencies/Projects: I have worked with the following organizations: Arise for Social Justice (Springfield), Family Planning (Northampton), CARE, a GED school for teenaged mothers (Holyoke), Jessie's House, a homeless shelter (Northampton), Feminist Aid to Central America, educational outreach and material aid to women's groups in Central America (Leverett) and SCERA, the student center for educational research and advocacy (on campus). This fall (1995) I am teaching crosslisted courses PHIL 391G/WOST 391G on the Philosophy of Gender, Race and Class with a required practicum (PHIL 398G). I plan to add the following organizations: Peace Development Fund (Amherst), Everywoman's Center Resource and Referral Program (campus), and Valley Women's Voice (campus). Projects have included: making posters and music sheets (for ARISE), tutoring of students (at CARE), organizing and publicizing a public hearing on

Governor Weld's Gay and Lesbian Youth Task Force initiative (with Family Planning), child care and housing search support for the homeless (for Jessie's House), research on the effects of budget cuts on UMass students (for SCERA), collection of material aid and newspaper articles on a visit of a Central American educator (with Feminist Aid to Central America).

PRACTICUM: PRIMARY CARE
(NURSE 698E)

Primary Care Concentration, School of Nursing

Eileen Hayes, Arnold House, 5-5089

40 students

Course Description: This is the first in a sequence of required clinical courses for students specializing in Primary Care Nursing. The course consists of a supervised clinical practicum in a community health agency providing primary health care to children, adolescents and young adults. Students gain experience in the advanced practice role of the family nurse practitioner. In addition to direct clinical practice, students are expected to develop other selected aspects of the nurse practitioner role, incuding participation in community service activities. Community service affords opportunity for interdisciplinary collaboration as well as a means of articulating the role of the nurse practitioner to the public.

Community Service Learning Activities: Students are expected as part of their learning to engage in community service activities. They develop these activities in other courses prior to beginning the primary care clinical sequence, and implement their projects fully in this clinical course. Students continue their agency connections throughout their entire time in the graduate program. Students may work alone or in groups in a community agency as members of boards or committees, as health educators, or health resource persons. Agency activities, constituting 10% of the course grade, are documented in a weekly log, shared in class, and evaluated by faculty. A final report is required.

Agencies/Projects: Students have worked in over forty agencies, several schools, and area correctional facilities. They participated in agency activities and committees, attended agency meetings, provided workshops, designed educational materials or provided health services to vulnerable populations, particularly in schools and correctional facilities. Examples of agencies include: Hampshire, Hampden and Franklin Houses of Correction, Mohawk Regional High School, Health Links, Faith Fellowship Ministries, Hadley Middle School, Monadnock Community Hospital Women's Health Clinic, Brattleboro Area Free Walk-In Clinic, Morningside Neighborhood Advisory Council, Hospice of Northern Berkshire, Monson PTA-AIDS and Alcohol Awareness Program, Hampshire County Red Cross, Department of Mental Health HIV-AIDS Training Committee, Ronald McDonald House, and University of Massachusetts Child Care Facilities.

PROGRAM EVALUATION FOR HEALTH AND HUMAN SERVICES ORGANIZATIONS
(PUB HL 622)

Department of Community Health Services, School of Health and Health Sciences

Paula Stamps, Arnold House, 545-6880

27 students/all doing community service learning

Course Description: This course is designed for graduate students in two academic tracks (Health Policy and Management and Community Health Education) within the Community Health Studies Department. The course involves first establishing a theoretical understanding of program evaluation, primarily from readings and classroom lectures and case studies. The second objective of the course is for the students to demonstrate skill development by applying the theoretical concepts. The students traditionally demonstrated their skill development by designing an evaluation scheme for some program, often a hypothetical one.

Community Service Learning Activities: This course was redesigned to include a community service learning component. The major change in the course was simple, but has had far-reaching effects. Rather than a hypothetical program, students designed an evaluation scheme for an actual health and human services organization, based on the needs of the organization. Students work either alone or in small groups to produce a report that goes to the organization and to me at the end of the semester. Each report contains the following elements: a literature review, including selected articles to be shared with the organization; a statement of the goals and objectives of the organization; a design matrix in which measurement possibilities, data source, and method are identified; and a recommendations section. This report is peer reviewed in class and reviewed by me before going to the organization. The rest of the classroom activities have also been re-designed in order to provide support for this student responsibility.

Agencies/Projects: In the three semesters that I have taught the course using this model, I have worked with 24 different health and human services agencies, ranging from very large organizations to very small ones. A few examples of these organizations include: Western Massachusetts Elder Care; the Visiting Nurses Association and Hospice in the Northern Berkshire area; the Literacy Project and Franklin County Mediation Services, both in Greenfield. For each agency, students have written an evaluation design that is appropriate for the needs of the organization.

Appendix C

1995-1996 Community Service Learning Courses

Mediation - Seminar (COMM 694F)
For many years, *Leda Cooks* has taught this course during the Fall semester. This year she is integrating her course with the Franklin Mediation Service (FMS) to offer her students two avenues to make an impact in the community. One is through grant writing for FMS, an invaluable skill for anyone wanting to pursue this career path. The second avenue is through participation in a recently launched program called Teen Empowerment and Mediation (TEAM), which works directly with youth.

Plastic Waste - Seminar (PSE 797A)
During their study of the problem of plastic waste, graduate students would receive professional input from a variety of resources, including industry specialists and government regulators, and then they would transfer that information into projects designed to aid various community groups concerned with the plastic waste. Developed by Goessman Professor of Chemistry, Emeritus, *Richard Stein*, this course attempts to link the resources of one of the leading polymer research institutions with the pollution concerns of the local community.

Home-School Partnership for Latino Students (EDUC 497O)
This course, designed by Professor *Sonia Nieto,* focuses on the active involvement of undergraduate and graduate students in the community outreach and service work of the Latino community, with the goal of increasing parental participation in their children's education in the school. The students will be given the opportunity to study, develop, and implement effective models of home-school partnerships. Open to Five College students fluent in Spanish.

Writing In Sport Management (SPORST 393A)
Numerous local non-profit recreational agencies are unable to put together written materials to promote their programs due to lack of funds. Aiming to fill this void, *Laurie Gullion* developed this course to allow students to meet this need while simultaneously receiving professional job experience and academic credit. The materials developed will be used in functioning programs.

Senior Seminar in Travel and Tourism (HRTA 392A) and Economics of Tourism (HRTA 650)
Working directly with the Town of Amherst, Assistant Professor *Linda Lowry* developed these courses to create a comprehensive tourism development plan for the greater Amherst area. These courses will be taught during the Spring from 1996 to 1999. The graduate students will work in conjunction with the undergraduates, with each bringing their own skills to the process. Each semester-long course will be defined by one area of the overall project.

Marketing of Non-Profit Organizations (MKTG 491A/691A)
Taught by Professor *William Diamond*, this course is open to Five
College students and the larger community of people working for
nonprofit organizations. In this course, teams of three or four students
will perform Marketing Audits for area nonprofit organizations. The
students will examine the situation and problems of a client organiza-
tion, and develop marketing recommendations for the client, which will
be presented in a professional report to the client and the class.
Classroom meetings include discussion of published cases and a variety
of other readings.

Theory and Practice of Outreach Theater (THEATR 497A)
This course will instruct students in the philosophical and practical
techniques of community-based theater. Assistant Professor *Harley
Erdman* plans to spend 40% of the class time in the "field" serving
community groups interested in this interactive approach, which draws
heavily from the work of Brazilian theater artist Augusto Boal. The
course will target two populations where need is evident: early
adolescent youth and senior citizens.

Anthropology in the Public Interest (ANTH 490E)
One of the requirements of an undergraduate anthropology major is a
hands-on research or applied anthropology project. To meet this end,
Professor *Ralph Faulkingham* designed this course to involve collecting
and analyzing of survey data from constituents. In this case, the
constituents are local community organizations. The students will work
in groups while meeting the professional standards and the objectives of
the client.

Community Nursing (NURSE 490N/498RN)
This four-credit course, taught by *Micheline Asselin* and *Maureen
Groden*, focuses on violence as the biggest threat to public health,
particularly among children. Students will be working in groups
ranging in size from 2-8 people within a school system to develop and
implement lessons that will help school-aged children to resolve conflict
non-violently.

Elementary and Middle School Counseling (Education)
Developed by Associate Professor *Robert Colbert*, this course aims to
train counselors in facilitating partnerships between schools, families,
and communities. Working a minimum of three hours each week in
either the Holyoke or Springfield school district, each student will not
only receive an early introduction to their professional environment,
but they will also have the opportunity to hone professional skills
within that setting.

Appendix D

The Provost's Special Committee On Service Learning Requests Proposals for the 1995-96 Service LearningFellowships

Can your course include a community service dimension?
This spring a minimum of **7 undergraduate** and **2 graduate** Faculty
Grants of $2,000 each will be awarded to develop new courses OR
modify current courses to include a significant community service
dimension. We encourage faculty from **all departments** to apply.

A service learning course:

(1) Meets community needs on or off campus,
(2) Includes substantive, on-going community service activity by
     students that is directly integrated into the course content
     in a significant way,
(3) Requires systematic and regular reflection, reporting and
     assessment of the service experience—both with faculty and
     other students (e.g. keeping a journal and submitting a final paper
     synthesizing the service experience and reading assignments),
(4) Includes minimum number of students/participants for group
     activities and student interaction,
(5) Develops the service component cooperatively with community
     partners. (The Career Center will assist faculty and students
     seeking linkages with community service organizations.)

To apply:
Faculty are asked to submit a 2 page proposal that addresses the above
five criteria indicating how community service would fit into their
course. PROPOSAL DEADLINE: MARCH 8th

The Provost's Special Committee on Service Learning will:
(1) Review the proposals,
(2) Identify those that best meet the above criteria by April 7th.

* All courses would be taught during the 1995-96 academic year,
most in the Spring '96 semester.

* This year's award recipients will be available to assist faculty in devel-
oping their proposals.

Award recipients would be expected to:
(1) Teach their service learning course once a year for at least 3 years,
     with the hope that it will become a regular part of the curriculum.
(2) Participate in regular luncheons with other Community Service
     Fellows during the 1995-96 academic year.
(3) Describe and assess their teaching experience for possible
     publication.
(4) Obtain the department chair and dean's agreement.

Submit proposals to:
The Provost's Special Committee on Service Learning Curriculum
c/o Norman Aitken, Deputy Provost
362 Whitmore Administration Building

For More Information Contact:

Either any member of the Committee:
Robert Maloy, Education — 545-0945
Sheila Mammen, Consumer Studies — 545-2391
Linda Nolan, School of Public Health and Health Sciences
    and Honors Program — 545-2089
George Spiro, School of Management — 545-5610
Joan Stoia, Career Center — 545-2224
Merle Willmann, Landscape Architecture and
    Regional Planning — 545-6609
David Schimmel, Education (Chair) — 545-1529

Or any 1994-95 Community Service Fellow:
Paula Stamps, School of Public Health — 545-6880
Eileen Hayes, School of Nursing — 545-2703
Martha Taunton, Art Department — 545-6956
Atron Gentry, School of Education — 545-1327
Anne Herrington, Writing Program — 545-0610
Warren Schumacher, Department of Consumer Studies — 545-5013
Eleanor Vanetzian, School of Nursing — 545-4685.

Appendix E

Resources and References

UMASS COMMUNITY SERVICE PROGRAM

As an organization oriented towards identifying service needs, the Community Service Program (CSP) functions as a bridge between the University and the community. The office in the University Career Center has staff and written materials available to assist you.

> Community Service Program
> c/o University Career Center
> University of Massachusetts
> Amherst, MA 01003
> (413) 545-3327

COMMUNITY-BASED ORGANIZATIONS

With dwindling budgets and greater demands on their services, many community-based organizations (CBOs) welcome additional hands. They not only offer students their expertise, but are also often flexible enough to meet the needs of a given academic course. Listed below are several agencies that would be able to help faculty place students:

> Hampshire County United Way
> 71 King Street
> Northampton, MA 01060
> (413) 584-3962

> First Call for Help
> 43 Amity Street
> Amherst, MA 01002
> (413) 256-0121 or (800) 339-7779

> First Call
> 184 Mill Street
> P.O. Box 3040
> Springfield, MA 01102
> (413) 737-2712

VIVA COUNCIL

A large network of people with innumerable ties to the community exists at the University. Many of these people use the VIVA Community Service Council (comprised of student and community organizations, staff and faculty) as a vehicle to connect the University to their community interests. The Council is open to anyone who wishes to join. For more information, please call 545-3327.

NATIONAL AND STATE RESOURCES

The growth of service learning at many colleges and universities has given birth to a number of organizations and publications that can provide assistance.

Organizations:

Campus Compact, Box 1975, Brown University, Providence, Rhode Island, 02912, tel.: (401) 863-1119.

Corporation for National Service, 1201 New York Ave. N.W., Washington, DC 20525, tel.: (202) 606-5000.

Massachusetts Campus Compact, 177 College Avenue, Tufts University, Medford, MA 02155, tel.: (617) 627-3889. Sharon Bassett, Executive Director.

National Service Learning Coooperative, University of Minnesota, St. Paul, MN, tel.: (800) 808-SERV.

Publications:

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